

<p>Writing</p>	<p>Fiction: Quest tales Class Text: Hatchet Model Text: Civilisation Recount: Revisiting newspaper reports</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed <p>Composition:</p> <ul style="list-style-type: none"> Understand that planning in 5 parts doesn't mean 5 paragraphs. Knowing how to effectively use figurative language to enable the reader to visualise and to develop atmosphere Write cohesively from start to finish using a structured plan Develop conscious control over sentences and their length to vary the pace of the story Effectively develop characterisation <p>Transcription:</p> <ul style="list-style-type: none"> Use a range of devices to develop cohesion such as: conjunctions and fronted adverbials Continue to use a dictionary to check spellings. Proof read to check for common punctuation mistakes
<p>Reading</p>	<p>Class Text: Hatchet by Gary Paulson</p> <ul style="list-style-type: none"> Understand what the role of the setting is within a book How the author manipulates language (including figurative) to help the reader visualise what is happening. Recognise that authors use different structures in their books (e.g. flashbacks) Activate prior knowledge to understand the underlying themes and ideas of the book Develop an understanding of how the author changes our perspective of the main character throughout (i.e. empathy)
<p>SPAG</p>	<ul style="list-style-type: none"> Spell words with the following endings: -ant, -ance, -ancy including: hindrance, nuisance and relevant Recognise what makes a complete and accurate sentence. Revise some common homophones including 'they're', 'there' and 'their' and 'your' and 'you're' Clauses: how main clauses are fundamental to every sentence and how these can be manipulated to form multi-clause sentences. Understand that commas do not join main clauses together. Understand how to use possessive and contraction apostrophes. Begin to understand how to use parenthesis, semi-colons and colons.
<p>Mathematics</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. <p>Number: Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division.

	<ul style="list-style-type: none"> • Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. <p>Arithmetic</p> <ul style="list-style-type: none"> • To know the value of each digit in numbers up to 10,000,000 and identify a missing part in standard partitioning (e.g. $1000 + _ + 20 + 4 = 1324$) • To know how to use negative numbers to calculate intervals across zero • To know and quickly recall multiplication and division facts for multiplication tables up to 12×12 • To recognise and know how to use factor pairs and commutativity in mental calculations <p>Problem Solving</p> <ul style="list-style-type: none"> • Visualising • Reasoning logically
Science	<p>The Human Circulatory System</p> <ul style="list-style-type: none"> • The heart pumps blood in the blood vessels around to the lungs. • Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. • Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins. • Tobacco can cause short-term effects such as shortness of breath, difficulty sleeping and loss of taste and long-term effects such as lung disease, cancer and death • Alcohol can cause short-term effects such as addiction and loss of control and long-term effects such as organ damage, cancer and death. • Exercise can: <ul style="list-style-type: none"> • tone our muscles and reduce fat • increase fitness • make you feel physically and mentally healthier • strengthens the heart • improves lung function • improves skin
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> • To combine and perform more complex balances with control, technique and fluency. • To demonstrate more complex actions with a good level of strength and technique. • To confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • To plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. <p>Football/Netball Invasion Games</p> <ul style="list-style-type: none"> • To use dribbling to change the direction of play with control under pressure. • To use a variety of dribbling techniques to maintain possession under pressure. • To use a variety of throwing techniques including fake passes to outwit an opponent. • To select and apply the appropriate kicking technique with control. • To catch and intercept a ball using one and two hands with increasing success in game situations. • To receive a ball with consideration to the next move. • To strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • To confidently change direction to successfully outwit an opponent. • To effectively create and use space for self and others to outwit an opponent. • To work collaboratively to create tactics within their team and evaluate the effectiveness of these.
History	<p>The Industrial Revolution</p> <ul style="list-style-type: none"> • To know that the 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human/animal power, to a society based on machinery.

	<ul style="list-style-type: none"> • To know that the Industrial Revolution really took off in the 1840s. • To know that before the revolution, most people lived in the country and worked on farms, and that during the revolution, people moved to the cities to work in factories. • To know that cities grew and became over-crowded, unsanitary and polluted. • To know that spinning cotton using machines was far faster and cheaper than spinning cotton by hand. • To know that one drawback of the Industrial Revolution was poor working conditions for people in factories. Know that working conditions were often dangerous, people had to work long hours and child labour was common practice. • To know that the steam engine was one of the most important inventions of the Industrial Revolution and meant that humans could use the energy from fossil fuels to create power. • To know that much of the machinery and buildings needed by the Industrial Revolution (specifically trains, railway bridges and steam engines) were built out of iron and that this was produced in a new process called the blast furnace. • To know that steam engines and blast furnaces needed a huge amount of coal, so coal mining became a very important industry. • To know that the steam train powered its own forward movement and that train lines spread rapidly across Britain, transforming British life and making easy travel possible for the first time. • To know that Britain became a powerful empire because it was the leading force in the Industrial Revolution.
<p>RSHE</p>	<p>Relationships</p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship –including communication and respect -and develop the skills to form and maintain these (SRE lesson 2 and 4). • To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and to know there may be risks of communicating online with those we don't know in person. • To know why someone may behave differently online, including pretending to be someone they are not, and how to report any concerns they may have about this. • The importance of seeking support if they are feeling lonely or excluded and to recognise when others may feel this way and strategies for how to include them. • To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret. • The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. • That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. • About seeking and giving permission (consent) in different situations. • About privacy and personal boundaries in friendships and wider relationships (including online). • That romantic relationships may lead to civil partnerships and marriage, which are legal declarations of commitment made by two adults who love and care for each other, which are intended to be lifelong. • That forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others. • That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, or living apart. • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and how it links to one's own happiness. • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. • That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against. <p>SRE</p> <ul style="list-style-type: none"> • That some people have fixed ideas (stereotypes) about the differences between males and females but that these are often not accurate. (SRE lesson 1)

Computing	<p>Online Safety</p> <ul style="list-style-type: none"> To know the importance of keeping passwords safe and that they are needed for access to 'apps' To know and explore how apps require permission to access private information and to know how to alter the permissions that apps require. (link to SMART - Safe)
Music	<p>Touch the Sky</p> <ul style="list-style-type: none"> Know the names of notes and be able to read them on a staff. Know that a waltz has an oom pah pah rhythm and is in $\frac{3}{4}$ time. Know that harmony is the sound of 2 or more notes heard simultaneously. A harmony is an accompaniment to a melody.
Art	<p>Human Form: Emotion Fashion Show</p> <p>When drawing eyes:</p> <ul style="list-style-type: none"> The iris and the pupil are perfect circles when the eye is looking straight at you. The pupil is always perfectly centred within the iris. The pupil is the darkest part of the eye. When there is the reflection of light in the eye, it will not cover/block the pupil. Patterns within the iris will vary depending on the colour of the eye and resemble a starburst. The sclera of the eye, while seemingly white, will still have shadows and highlights. The lashes on the upper lid come together to make a dark edge called the lash line. The upper eyelid recesses, making the eyeball take on a sphere shape. <p>When drawing noses:</p> <ul style="list-style-type: none"> https://thevirtualinstructor.com/graphitenose.html <p>When drawing mouths/lips:</p> <ul style="list-style-type: none"> The upper lip is usually smaller and will appear darker than the bottom lip. It creates an M shape. The corners of the mouth in a neutral expression will often line up with the centre of both eyes. <p>When drawing eyebrows:</p> <ul style="list-style-type: none"> Eyebrows follow the arch of the brow bone and usually go from thicker inner corners to thinner outer corners. The hairs start vertically at the inner corner and gradually become flatter towards the outer corner. <p>When composing whole faces:</p> <ul style="list-style-type: none"> The space between the eyes is generally one eye width, but eyes can be more narrow/wide-set. Both eyes also usually line up vertically with one another.
Primary Languages – Spanish	<p>At the café</p> <ul style="list-style-type: none"> How to order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish. How to ask for the bill in Spanish. How to say and spell the foods and drinks learnt in Spanish How to perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-vor' That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like a croissant but the bill) and understand that there are more versions of each determiner compared to English due to gender and amount.